

Wolverhampton Information, Advice and Support Service

*“For Special Educational
Needs and Disability.”*



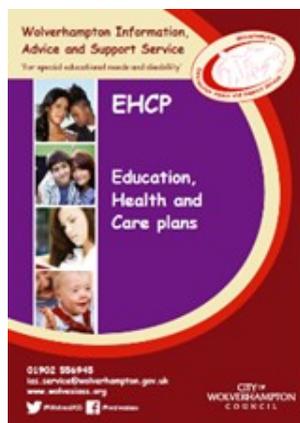
Email:

ias.service@wolverhampton.gov.uk

Tel: 01902 556945

Checking a Draft Education, Health and Care plan (EHCP)

*You can find out more about
the assessment process in
our EHCP booklet*



A draft EHCP is issued when the Local Authority decides that an EHCP is necessary following an Education, Health and Care needs assessment.

Throughout the process and until the final plan is produced, the Special Educational Needs Statutory Assessment and Review Team (SENSTART) will work closely with you to make sure your views, wishes and feelings are included. You will be sent an electronic copy of the draft EHCP and the reports from professionals. You can request SENSTART to send paper copies to you.

The draft plan is based on the advice and information gathered during the assessment which will be listed in Section K in the draft plan. It is important that you receive all the reports listed in Section K in order for you to check the draft plan, although these reports will have been shared with you prior to this stage.

You must be given at least 15 days to give your views and make comments on the content. You will have the opportunity to meet with the Local Authority SEND Officer to discuss the draft plan.



What should a draft EHCP contain?

Section A	The views, interests and aspirations of the child and his/her parents or of the young person. Most of Wolverhampton local authority EHCPs include a One Page Profile of the child or young person too. A One Page Profile is a unique and individual page to tell people all about a person's interests and needs.
Section B	The child or young person's Special Educational Needs (SEN) . It should also contain strengths and skills.
Section C	The child or young person's health needs relating to SEN and those unrelated to SEN.
Section D	The child or young person's social care needs relating to SEN and those unrelated to SEN.
Section E	The outcomes sought for the child or young person.
Section F	The special educational provision required by the child or young person.
Section G	Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN
Section H1	Any social care provision which must be made for a child or young person under 18 resulting from <u>section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)</u> .
Section H2	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.
Section I	Placement (the school or setting)– This will be blank in a draft EHCP.
Section J	Personal Budget – including arrangements for direct payments. This should be discussed at the draft stage and the right to request a personal budget is explained.
Section K	A list of the advice and information which contributed to the assessment.

What are the key things to look for?

The EHC needs assessment process should be a person-centred approach to support a child or young person’s aspirations (i.e. what it is he or she wants for the future); how he or she is going to achieve it; what support will be available and what that will look like.



This means that the aspirations in **Section A** form the outcomes in Section E. It should be clear how the provision in sections F, G, H1 and H2 will support the achievement of the outcomes and that preparing for adulthood goals are included where appropriate. This “Golden Thread” should be evident throughout the EHCP.



Section A might also have brief information about your child’s history and their health, play, school, level of independence and friendships. There may be something included here about the work or education that they would like to do in future.



Section B should include:

- what they are good at
- personal strengths
- what academic level or level of independence they are currently at
- Your child’s needs



These are often split into four main areas:

1. **Cognition** (thinking) and **learning needs** (such as moderate learning difficulties and dyslexia)
2. **Sensory and physical needs** (including physical disability, visual and hearing impairment)
3. **Communication and interaction needs** (including speech and language and the difficulties linked with autism spectrum conditions)
4. **Social, emotional and mental health needs** (including anxiety and depression, attachment disorder and ADHD).

It is really important that every special educational need is listed and clearly described in Section B of the draft plan. Make sure each special educational need is clearly identified in section B so that you can easily check that there is provision there to meet each need in Section F.

Health needs in **Section C** should be kept as simple as possible so it can be understood by a non-specialist. A diagnostic label does not describe need – there should be a focus on practical implications of any health conditions or impairments.

***Example** “Jay has a diagnosis of autism spectrum condition, and related anxiety disorder. He experiences persistent and severe levels of anxiety. He has particular difficulty managing daily tasks and experiences distress related to these tasks. Jay often experiences acute anxiety attacks. These can prevent Jay from attending school or undertaking activities outside the home as a result.”*

Information on social care in **Section D** can come from a range of professionals and does not mean there has to be an allocated social worker.

***Example** “Jay struggles in social situations, particularly with children his own age. He attends a local drama group which provides him with a structured approach to social situations outside of school. His anxiety of using public transport prevents him from attending.”*

Outcomes in **Section E** should follow the aspirations in Section A and wherever possible joint across education, health and social care. There will be steps to achieve each outcome over a period of time (usually outcomes and steps are over a key stage/phase).

***Example** " By the end of key stage 3 Jay enjoys and has more confidence to engage in a range of activities with adults and children.*

Steps:

- *Jay uses public transport with a chosen adult to attend drama group*
- *Jay has confidence to audition for a role in his drama group*
- *Jay has experienced at least two new activities outside of school*

Outcomes should be **SMART**. This means they should be:

Specific – the outcome should be clear and easily understood

Measurable – this shows how everyone will know that the outcome has been achieved

Achievable –the outcome should be linked to yours or your child's aspirations

Realistic – your child should realistically be able to achieve the outcome in terms of their skills and abilities, with the resources and support available

Time bound – a target for when the outcome will be achieved - this is usually at the end of a key stage or stage of education but can be shorter term as well.

The Provision **sections (F, G, H1 and H2)** should be specific and quantified. This means they should set out exactly what is going to happen, who is going to do it, how often, any skills and training required and how it will be monitored and reviewed.



Remember **Section I** will be blank in a draft plan. Parents, carers or the young person will be asked to give a preference for a school, college or setting, or the type of setting. Sometimes the existing placement can remain; sometimes there is a change. The IASS can advise you about your rights.

This is also the stage where a Personal Budget can be requested. This can be used to allow the parent/carer or young person to secure all or part of the provision in the plan.

We know it may be confusing to navigate the assessment process but help is available through Wolves IASS. We strongly advise that you read our EHCP booklet and contact us if you require further information or advice.

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Impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years.